DOCUMENT RESUME

ED 362 077 HE 026 685

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TITLE Nontraditional Students and Postsecondary School Satisfaction.
PUB DATE 91
NOTE 61p.; Master's Project, State University College at Buffalo.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Students; *Community Colleges; Comparative Analysis; Higher Education; Nontraditional Students; *Participant Satisfaction; Postsecondary Education; *Proprietary Schools; *State Universities; *Student Attitudes; Tourism
IDENTIFIERS Genesee Community College NY; Niagara University NY; Student Satisfaction

ABSTRACT

This study compared the satisfaction levels of 40 adult nontraditional students (N=40) attending one of three types of postsecondary institutions: (1) a proprietary school, (2) a community college, and (3) a university. A survey was administered to such students enrolled in the Travel and Tourism programs at Bryant and Stratton Business Institute (Williamsville, New York), Genesee Community College (Batavia, New York), and Niagara University (Lewiston, New York). The survey gathered information on student satisfaction with their school and with their personal academic progress. Analysis found a lack of statistically significant differences in school satisfaction ratings. In addition, personal satisfaction with overall progress was rated equally among all school types. The study results suggest that adult students entering a post-secondary school may rationalize their selection and make a commitment to a program or school and choose to be satisfied by their choice. Appendices include a survey instrument, a summary of survey results and results of the statistical analyses performed. Contains 31 references. (JB)

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ED 362 077

STATE UNIVERSITY COLLEGE AT BUFFALO

NONTRADITIONAL STUDENTS AND POSTSECONDARY SCHOOL SATISFACTION

MASTER'S PROJECT

Submitted to

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As partial fulfillment of the requirements
for a Master's Degree in

MULTIDISCIPLINARY STUDIES

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BUFFALO, NEW YORK
FALL 1991

HE 026 685

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ABSTRACT

Adults return to postsecondary education for many reasons; some because of positive life changes, and others as a result of negative events. When an adult returns to school, which type of postsecondary school (proprietary school, community college, or university) will best satisfy the nontraditional students' unique needs?

This study compared the satisfaction levels of nontraditional students enrolled in proprietary schools, community colleges, and universities to test this hypothesis. It examined the literature on nontraditional students and existing programs, adult learning styles, and proprietary schools. Recent concern about the quality and satisfaction received at proprietary schools resulted in a special focus on these schools.

Satisfaction was measured by questions relating to the students' satisfaction with the school's facilities and services and satisfaction with academic progress. The Kruskal-Wallis one-way analysis of variance test was used to find significant differences between the mean scores.

Individual question results were examined using multiple comparison statistics.

The study raises concerns for all three types of educational institutions and offers suggestions for future research.

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CHAPTER ONE: INTRODUCTION

The career paths one takes in life are as diverse as the roads which crisscross the country. There are many choices -- leisurely back roads, super highways, dusty country pathways, scenic streets, expressways, and long winding lanes. One sets out on a journey toward a goal, sometimes to find it is always just ahead on the horizon. Whatever road one starts on, there are times when the traveler faces a detour, an obstacle, an exit ramp -- an unforeseen change in the desired routing. There are also times when one realizes that the first road travelled upon is not the right one; it is simply time for a change.

There are many reasons that adults are thrown off course (e.g., the loss of a job due to plant closing, job restructuring, layoff, business failure). Similarly, family events (e.g., divorce, marriage, relocation, death) may precipitate the need to seek a job for the first time or find one that offers better pay and/or job security. They may have earned time for their own career after raising families or relish a post-retirement career. Others may simply desire to expand their knowledge.

It is a fact that adults are returning to higher education in record numbers (Miller, 1987). Higher education can be subdivided into categories: proprietary or private career schools (vocational/ technical, technical institute, business/commercial, trade schools, cosmetology/barber, flight schools, arts/design, hospital schools, and allied health), junior/community colleges, universities/colleges, and others.

Much research has been done concerning the integration of the adult student in the community college (Claus, 1986) and the university (Miller, 1987, Leptak, 1987, Rawlins, 1986). According to Leptak (1987), the research showed that adults entering typical higher education settings (i.e., colleges) were generally well educated, enjoyed good health, and had few financial problems. Enrolling in university courses on a not-for-credit basis would suitably meet these adults' needs. But what of someone in their thirties or forties or fifties, who must be retrained for another career? This adult does not have the time to spend four years in a university's liberal arts program. Even

a two year community college may have entrance requirements beyond his/her means. It would appear that the proprietary school might adequately suit his/her needs.

The adult has many concerns when choosing a proprietary or private career school. The shorter duration of these programs and the emphasis on attaining job skills is quite different from liberal arts programs and general education. How will this student succeed in a short-term proprietary school? What problems will he/she face? How will he/she relate to the faculty and younger students? What will it be like in the classroom? What support services will this student need? How will the faculty react to these older students? Do proprietary schools satisfy the needs of the nontraditional student as compared to community colleges and universities?

Hypothesis

When an adult enters a postsecondary school, there will be a clearly more satisfying school choice that meets their needs.

The scientific hypothesis is as follows:

$H_o = \mu_1 = \mu_2 = \mu_3$

$H_a = \mu_1 \neq \mu_2$ or $\mu_1 \neq \mu_3$ or $\mu_2 \neq \mu_3$

To test this hypothesis at a 95% confidence interval, it was necessary to discover the needs of the nontraditional student/learner and how he/she felt the institution they were attending was meeting those needs. A comparison was done by randomly surveying nontraditional students attending a proprietary school, community college, and university.

Definition of Terms

Andragogy - the facilitation of adult learning. Involves the idea of self-directed learning; independent, self-motivated, active participants in the learning process. Adults are able to do independent research and study after diagnosing their needs. Evaluation should be participatory with the adult learner evaluating performance improvement and mastery of skills on a criterion-referenced system.

Community college - an educational facility, private or public, which generally offers program of study to be completed within two years. A range

of diplomas, certificates, and associate's degrees are awarded.

Expectations - the desired goals of the educational setting. May be referred to from the students' or the institutions' viewpoint.

Motivations - the reasons and desires for returning to the educational setting.

Nontraditional student - a student who has been out of high school for at least five years and is typically over the age of twenty-five.

Pedagogy - traditional classroom style; the teaching of children. Involves the concept of other-directed learning (i.e., teachers); learners are passive and dependent, incapable of diagnosing their own needs. Typically follow a lock-step, rigid curriculum. Children perform best at tests, projects, and readings. Evaluation consists of teacher-assigned grades and levels on a norm-referenced system.

Proprietary schools - private, usually for-profit enterprises offering postsecondary training. May grant diplomas, degrees, or certificates of completion. Seek to earn a profit for owners from

providing literally hundreds of programs. Curricula is heavily job skill oriented and follow a sequence to build on skills learned.

Satisfaction - the fulfillment of a need or want; to gratify to the full; to be adequate.

University - an educational institution to grant academic degrees (especially bachelor's degrees); wide variety of programs generally designed to be completed in four years.

CHAPTER TWO: REVIEW OF RELATED LITERATURES

Introduction

This study will review the existing literature in relation to three distinct areas: nontraditional students and their needs; the adult learning process; and proprietary schools. Much of the existing literature deals with older adults (nontraditional students) attending community colleges and universities.

Nontraditional Students and Existing Programs

Keith Miller (1987) profiled the adult student quite well. Women are said to outnumber men by a substantial margin (more than 2 to 1). They are likely to have a working class background, be married, have children, be employed full time and attend school part time. Their life experiences can be both an asset and a liability, positive or negative. Adults are more purposeful, having an exact goal in mind. They may need help in coping with the administrative details of attending school (paperwork, forms, and the like). Adults may also need assistance with time management and learning how to concentrate.

Miller (1987) also presents interesting

insights into the relationships between the faculty members and the nontraditional student.

A survey conducted at a four-year, liberal arts college in 1981 found that women reentering college achieved greater improvements in self-confidence, emotional well-being, and meeting new friends (Galliano & Gildea, 1982). The major academic concerns were reluctance to become involved with campus activities, ability to continue and complete the education, and relating to younger students. Returning to college was a mostly positive experience.

An in-depth survey conducted by the University of Houston Texas Department of Psychology found that most of the school's nontraditional students were returning to school primarily because they were seeking job changes (Malin & others, 1979). Affective changes and college satisfaction were predicted by different sets of variables. Student goals and their achievement predicted affective changes while ratings of college facilities and the students' satisfaction with their own academic performance predicted college satisfaction.

Jeffrey Leptak (1987) reviewed the existing literature regarding empirically-based research on older adults in higher education. He related that most of the literature was fairly new, occurring after 1975. The amount of research that had been done was insufficient given the numbers of potential older students. Too much research was focused on four-year institutions and not enough on community colleges that may be more appropriate providers. He cites Covey's (1982) research that indicated that the best strategy for older people was one that allowed them to function in existing programs -- not creating new programs. Leptak also believes that tuition-free and auditing classes serve as disincentives for older adults. A case study by Gunn and Parker (1987) offered suggestions for reaching older adult students in a practical and effective manner.

Meeting nontraditional students' needs was the focus of a cooperative venture between a counselor educator and university counselor in providing a program for re-entry students at a four-year university (Rawlins & Lenihan, 1982). It was previously reported by Rawlins (1979) that adult

learners experienced problems with combining family, home and work demands; difficulties in the break of time between formal education and the return to school; earning recognition for their life experience in student role; and developing satisfying social relationships with the limited time available.

Rawlins and Lenihan (1982) identified existing programs for adult students that included study skills and tutorial groups, restructuring traditional programs, group support networks, and counseling services. They were able to implement a plan to both train counseling major students on how to deal with adult students and provide two to three hour workshops to adult students.

Adults at the community college level were the focus of a study by the Appalachia Educational Laboratory (AEL) to uncover interventions that would help adults returning to school (Claus, 1986). This was an excellent study that featured brief clips of student narratives about their experiences. Students' management of the learning process revealed eight major categories of concern:

economic, home and family, transportation, unique personal, goal and commitment, academic adjustment, classroom and institutional issues. It is important to note that some of these factors cannot be readily controlled by the institution or by additional intervention by counselors or faculty members. The results of the survey showed that the schools in the AEL region should help nontraditional students with their problems outside school, improve the classroom experience, and improve academic services at the institutional level.

Adult Learning Styles

Malcolm Knowles is attributed with designing the andragogical model of teaching (1980). The underlying assumptions are (1) adults tend to be self-directed, (2) their experiences can be used as a resource, (3) readiness to learn is most commonly a result of the need to know or do something (life-, task-, or problem-centered orientation) and (4) motivation is internal versus external; intrinsic factors versus extrinsic factors.

Given Knowles' andragogical model, interesting

studies were undertaken to learn if teachers actually used different techniques to teach adults (Imel, 1989). In one study, there were discrepancies between what was reported as taking place and what really was taking place when observed, i.e., different techniques were not taking place. A significant difference only took place when teachers physically changed their learning environment (classroom) to accommodate the less formal atmosphere recommended for adult learners.

Augsburg College conducted a behavioral study to assess the five types of adult learners based on research by Ernest Bormann (Endorf & McNeil, 1991). The first type are confident, pragmatic, goal-oriented learners who are introspective and self-directed. They are in competition with themselves -- not other students. They prefer participation and realizing their goals is a top priority. The second type are affective learners who enjoy the "school atmosphere" and education is an end to itself. They cooperate with instructors and wait to be called on in class. The third type are learners in transition. Learners in transition

take school seriously and enjoy a sense of equality with professors. They want to see the connection of education with the "real world." The fourth type are integrated learners who see life and education as a composite. They are relaxed, enjoy schools, feel in control, and take charge for their own learning. They are very self-directed. The fifth type are the risk-takers. Risk-takers juggle jobs and course work and are confident in their own abilities. Understanding the types of learners can help the faculty member in designing appropriate teaching styles for each learner type.

Adults have different learning needs than younger students (Penland, 1984). First, adults are more restricted as to time and thus require information that is highly detailed about learning activities and career moves. Adults have prior learning and work experience. They must discover which of these are "crossover" skills (usable in alternative career ventures). They should be advised on trade-offs (what they are gaining or losing when contemplating a career change). Adults in transition need support services, e.g., financial help, community resources, counseling,

and tutoring. Self-directed learning projects are already undertaken by adults and should continue in an educational setting.

Adult learners have strong preferences concerning teaching style (Check, 1984). Almost 75% of his survey respondents favored an eclectic teaching approach. Over 90% preferred a combination of lecture and discussion. Structure and clearly delineated course syllabi were also important. Adult learners want the instructor to inject meaning and provide insights into course content, thereby creating relevance.

Proprietary Schools

Proprietary schools are not a recent innovation but extend historically back to the 1700s (Lee & Merisotis, 1990). Home study courses and private residence schools preceded the growth of vocational training schools in the 1800's. Proprietary education was given a significant boost after World War II with the passage of the GI Bill and continues to experience tremendous growth.

A small number of these schools provide

education by correspondence and they enroll a disproportionate number of the total students involved with proprietary education (Jung, 1980). For purposes of this study, the concentration will be on schools where students attend classes and receive instruction in a classroom or campus setting.

Proprietary schools are facing close scrutiny as they expand their programs (Lee & Merisotis, 1990). The public was outraged as student loan default rates almost twice as high as other postsecondary schools were revealed. Students were also hurt by unscrupulous schools who misrepresented themselves and eventually closed. The lack of centralized data on private career schools has hampered research efforts in areas of completion rates, faculty turnover and salaries, and student outcomes. A 1978 survey reported the completion rate of proprietary schools as 63% in contrast to 46% in public vocational institutions (Jung, 1980). Unfortunately, there are many variables and ways of reporting completion that the data becomes almost impossible to assess. The nation does not have a comprehensive study of how students flow from high

schools to the job market through the many educational channels.

There are advantages to proprietary vocational schools (Kerschner & Davis, 1985). Private vocational schools meet labor's demands for highly-trained workers. Job skills are taught by faculty who were most likely employed or still employed in industry. The average course is about 1,000 hours and is very intensive. The pace is accelerated and emphasizes "hands-on" training. Job placement and placement rates are one of the school's major responsibilities. Future success depends on placing graduates in good jobs. Accreditation is seen as a measure of quality and success. There are several accrediting associations for proprietary schools including the Accrediting Commissions of the National Association of Trade and Technical Schools and the Career College Association.

Kerschner and Davis (1985) further report that the Bureau of Labor Statistics predicts that of the 25 million new jobs created by 1995, only one fourth of them will require college training. The

tremendous gap may be filled by proprietary schools.

Summary

The existing literature suggests that there may be a "natural fit" between the needs of the nontraditional student, his/her learning style, and proprietary schools. The nontraditional student (especially those seeking job specific training for a new career) usually seeks to complete a course of study in a short amount of time. The adult learner responds well in the "hands-on" task or problem-oriented approach, enjoys a rapport with the faculty (who will be better able to answer the job-related concerns based on personal experience), and brings "real world' knowledge to the classroom. Proprietary schools are poised to meet these training needs.

Based on the review of the literature, this study compares the satisfaction levels of nontraditional students enrolled in proprietary schools to community colleges and universities.

CHAPTER THREE: METHODOLOGY

Sampling

There are three groups of subjects in this study. They are nontraditional students enrolled in (1) proprietary schools, (2) community/junior colleges, and (3) universities. Nontraditional students are those 25 years and older who have been out of high school at least five years. Males and females above and below this age were surveyed; surveys received from those under age 25 were set aside for future use.

Procedures

Surveys were administered by faculty in Travel and Tourism programs at Bryant & Stratton Business Institute (Williamsville NY), Genesee Community College (Batavia NY), and Niagara University (Lewiston NY). A copy of the survey is in Appendix A.

It is important to note that both nominal data and students' perceptions of school satisfaction were collected. The nominal data contains some interesting insights and may be used for future research on possible predictors or co-variables affecting satisfaction.

A survey by Jane T. Malin and others (1979) focused on nontraditional students' satisfaction with a university. They found that college satisfaction was predicted by ratings of college facilities and the students' satisfaction with their own academic performance. The focus of this study will also be on similar questions relating to satisfaction with the educational experience.

Results were tabulated using a five-point Likert scale; the means are computed for each group of students. Satisfaction with the educational experience focuses on the answers to the questions relating to college facilities and services (i.e., advisement/counseling, degree requirements/curriculum, instruction, scheduling, financial aid, and ancillary services) and academic performance.

The Kruskal-Wallis one way analysis of variance test for nonparametric data was used to find significant differences between the three populations' mean scores. Differences on individual question mean scores were also evaluated using the Kruskal-Wallis one way analysis of variance test but were corrected for ties. When warranted, multiple comparison scores were computed

for the individual questions to determine which groups were different. Statistical results and formulas are in the Appendix C.

CHAPTER FOUR: RESULTS

Introduction

Data was gathered and analyzed to compare satisfaction rates between proprietary schools, community colleges, and universities. A total of forty complete, usable surveys were returned by nontraditional students. There were eighteen surveys from the proprietary school, six from the community college, and sixteen from the university.

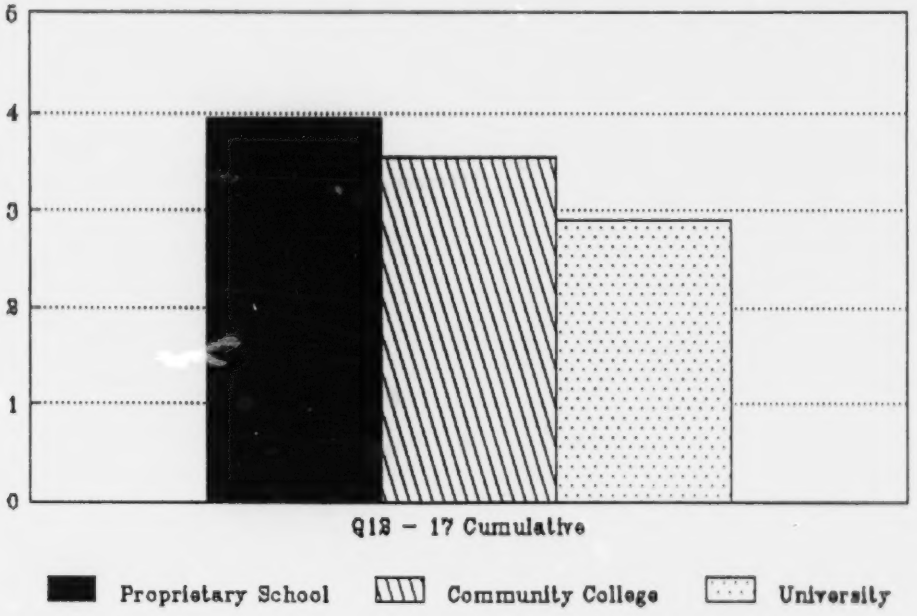
This study focused on two major areas: satisfaction with the school itself (advisement, curriculum, faculty, class scheduling, financial aid, and ancillary services) and satisfaction with personal academic progress.

Satisfaction with the school was measured by computing the mean scores for each individual component (survey questions twelve through seventeen) and calculating a total cumulative mean score for those components (equally weighted).

Satisfaction with School Facilities and Services

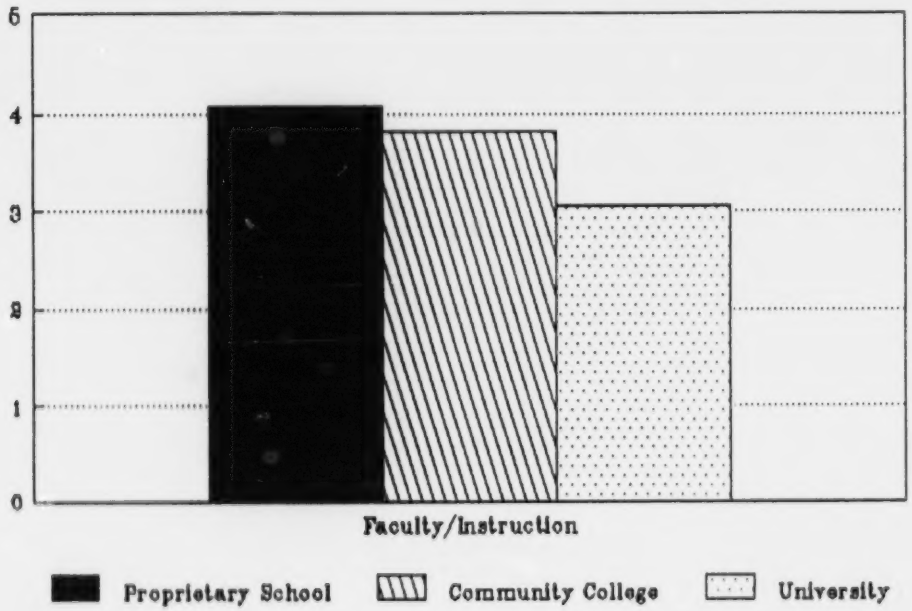
Satisfaction with school facilities and services was broken down into six components: advisement/counseling, degree/curriculum requirements, instruction, scheduling of classes, financial aid, and ancillary services. The Kruskal-Wallis H statistic failed to reject the null hypothesis that they were significant differences between the mean scores on questions twelve through seventeen for nontraditional students at proprietary schools, community colleges, and universities.

Fig.1 Cumulative Mean Scores
for Questions 12 - 17



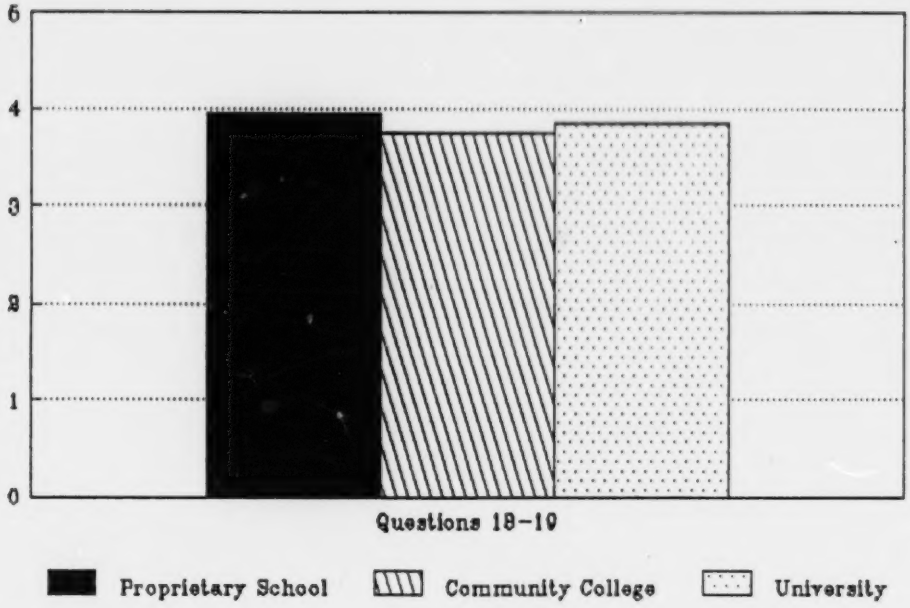
Mean scores for each component (questions twelve through seventeen) were then calculated. The only statistically significant difference was on question fourteen (faculty/instructional staff). Multiple comparisons revealed that the faculty/ instructors at the proprietary school were rated higher than those at the university (those two groups were different).

Fig.2 Mean Scores for Question 14



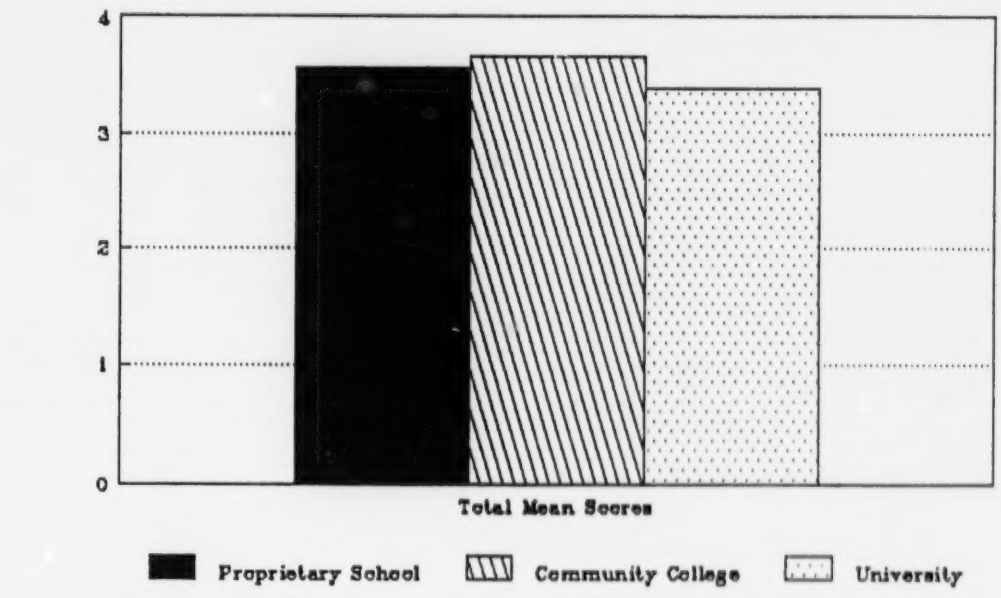
Personal satisfaction with academic progress is vital to the student's overall satisfaction with the higher educational process. It was measured by survey questions eighteen and nineteen, which were evenly weighted in calculating a mean score for satisfaction with academic progress. The Kruskal-Wallis statistic failed to reject the null hypothesis, with no significant difference between the means.

Fig.3 Cumulative Mean Scores
for Questions 18 - 19



The cumulative mean score for questions twelve through seventeen was averaged with the cumulative mean score for questions eighteen and nineteen. This composite total score was then analyzed using the Kruskal-Wallis statistic. The decision was to fail to reject the null hypothesis; no statistically significant difference was found between the composite total score means.

Fig.4 Total Cum. Mean Scores for Questions 12 – 19



Nominal Data Tabulation

Nontraditional students at the proprietary school were most likely to be female, Caucasian, married, have household incomes over $40,000, do not work outside the home, and take eight to thirteen credit hours. Proprietary school students had the highest rating about expectations for a better job than the others.

Nontraditional community college students were most likely to be female, Caucasian, married, and have household incomes over $40,000.

At the university level, surveys were administered to undergraduate and graduate level students. There were no nontraditional undergraduate students. The nontraditional graduate students were most likely male, Caucasian, single, had household incomes over $40,000, worked full time, took a limited number of credit hours (one to seven), and have completed some graduate schooling.

All nontraditional students, regardless of postsecondary school attended, were most influenced to return to school by personal desire. The impact of returning to school was felt strongest by the nontraditional students at proprietary and

community college students.

A complete compilation of the survey results is located in the Appendix B.

Summary

The formulas and results from the statistical analyses are located in Appendix C. With the exception of question fourteen (instruction), there were no statistical differences between the means at the proprietary school, community college, or university. Each did equally as well as the others in satisfying the nontraditional students.

CHAPTER FIVE: DISCUSSION

Distinctive Qualities

This study marks the first time that qualitative and quantitative research was undertaken to measure nontraditional students' satisfaction with different types of postsecondary institutions. Subjects were chosen from three school types for comparison and analysis. Malin's (1979) study focused solely on the University of Texas.

Future Research

Future research should be undertaken to look at a broader geographic scope and at nontraditional students in a wider variety of curricula. It should also include extensive statistical evaluation of possible co-variables and trends in the data.

The field is lacking substantial research in the entire area of proprietary education. Data is reported to various agencies and there is no central clearinghouse for the information. The government finds itself at a loss to assess the true impact and value of proprietary education. Clearly defined data collection with standardized procedures would do much to enlighten the cloudy

picture of postsecondary education.

Research also should be done to compare the satisfaction rates for traditional and nontraditional students at all three types of schools. Sex differences of nontraditional students were not analyzed as a moderating variable and might provide additional insights.

Discussion and Implications

The lack of statistically significant differences could mean several things. First, there may be other variables that were not considered that influence satisfaction levels. Second, co-variables could having a greater impact than considered. Also, students entering a postsecondary school may rationalize their selection; they make a commitment to a program or school and choose to be satisfied by their choice.

It would be interesting to look at failure rates -- when nontraditional students do not complete a program, do they return to another type of postsecondary institution or quit altogether?

The higher rating of proprietary school faculty/instructors was the only statistically

significant difference. Proprietary school instructors are often experts in their field. Besides their teaching duties, they may be currently working in a related business or industry. The teacher seen as a professional enhances the student's confidence in the instructor. The nontraditional student may find a closer relationship with the instructor in the proprietary school and see him/her as a mentor.

Class sizes may be smaller in proprietary schools than those in community colleges and universities thereby fostering a closer relationship between student and instructor. Endorf and McNeil (1991) cite Bormann's research on adult learner types. These learner types may be accommodated better in the smaller class where the instructor is able to get to know and adapt to students' learning styles.

Nontraditional students attending school for a career change or to learn skills for a new job face time constraints. Knowles (1980) contends that adults' readiness to learn is a result of the need to know or do something. Proprietary schools

strive to serve students in a very abbreviated time schedule, allowing the student to get into the work world as soon as possible. They offer a wide range of diplomas, certificates, and degrees so the student can decide on the length of study. The ability to get students out and working is a strong motivator to attend proprietary schools. Also, these schools can be more flexible when scheduling classes and thus adapt to seasonal fluctuations and quotas.

Personal satisfaction with overall progress was rated equally among all school types. Again, once a student has committed to a school or program, they strive to succeed equally hard -- whatever school type. Many nontraditional students come from an era of "grade importance" and they usually strive harder to make grades near the top of the class. They commit time, effort, and money to attend school and put forth a strong work ethic. They may be bothered by the somewhat lackadaisical efforts of traditional students.

Overall, the mean values of the composite scores for the proprietary school (3.56), community college (3.655), and university (3.38) suggest that

there is room for improvement in each type of institution. Higher education needs to anticipate and improve the service and facilities required to reach this ever-growing target market group through the 1990s and beyond. Nontraditional students account for many institution's increasing enrollments. If satisfaction levels do not increase beyond a somewhat mediocre level, will this trend continue?

Limitations

The study conducted was regional in scope, limited to western New York. This region is heavily populated; many different schools are generally available. Performing a national study might yield different results.

The study may be limited by interactions of co-variables such as race, sex, income level, highest educational level attained, et al. Reason for returning to school may be a very significant moderating variable. Descriptive data was collected during the study and further statistical analysis of these potential co-variables may furnish interesting insights.

The range of services found in postsecondary schools is vast. Some are modern facilities with excellent equipment and resources while others struggle to keep pace with technological advances. Question seventeen on ancillary services itself was somewhat limiting, as subjects were asked to rate overall ancillary services without listing which services were available, which had been used, and how they felt about each separate service. A more detailed assessment of ancillary services should be done before analyzing the mean value differences for ancillary services.

Assumptions based on prior research (esp. Malin and others, 1979) were made that the most important aspects of satisfaction were two equally weighted scores on satisfaction with the school's facilities and services as well as satisfaction with academic progress. Additional components may need to be added to this survey of school satisfaction.

The number of schools participating in the study should be increased; validity and reliability would be enhanced.

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APPENDIX A: SURVEY INSTRUMENT

POST-SECONDARY SCHOOL SURVEY

PLEASE CIRCLE ONE ANSWER WHICH BEST DESCRIBES YOUR RESPONSE.

1. Age: 18-24 25-29 30-34 35+

2. Sex: Male Female

3. Ethnic/Racial background:

   White/Caucasian-American Spanish-speaking American

   Black/Negro/Afro-American Other: _____

4. Marital Status: Single Married Divorced Widowed

5. Number of Dependents (not including spouse):

   0 1 2 3 or more

6. Family Income: Less than $10,000 $10,000 - $19,999

   $20,000 - $29,999 $30,000 - $39,999

   $40,000 and up

7. Present occupation (or occupation prior to entering post-secondary school):

   None or other Semi-skilled or unskilled work

   Sales, secretarial Skilled worker, technician

   Professional: science, engineer, etc.

   Professional: education, health, etc.

   Executive, manager, lawyer, accountant

8. Hours working for pay: None Part-time Full-time

9. Credit hour enrollment: 1-7 8-13 14 or more

10. Please indicate highest educational level attained:

High school/ GED only	Some College	College Degree	Some Graduate	Graduate Degree

11. Rate your school's advisement/counseling services:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

12. Rate your school's curriculum/degree requirements:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

13. Rate your school's faculty/instructional staff:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

14. Rate your school's scheduling of classes:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

15. Rate your school's financial aid services and availability:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

16. Rate your school's overall ancillary services (examples: child care assistance, library, computer labs, etc.)

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

17. Rate your own academic performance:

Poor	Fair	Average	Above Average	Excellent
1	2	3	4	5

18. To what extent are you satisfied with your academic performance:

Not at all	Slightly	Moderately	Quite a bit	A great deal
1	2	3	4	5

19. Please indicate which of the following most influenced your return to school:

Necessity	Parents/ Family	Spouse/ Partner	Friends	Personal Desire
1	2	3	4	5

20. Please indicate how being in school raised your expectations for a better job/position.

Not at all	Very little	Moderately	Considerably	Greatly
1	2	3	4	5

21. Please indicate how your return to school, viewed overall, changed your life.

Not at all	Very little	Somewhat	Significantly	Tremendously
1	2	3	4	5

APPENDIX B: SURVEY RESULTS

SURVEY RESULTS TABULATION

		Proprietary School (N=18)	Community College (N=6)	University (N=16)
1.	Age			
	25-29	4	1	7
	30-34	9	2	6
	35+	5	3	3
2.	Sex			
	Male	2	0	9
	Female	16	6	7
3.	Race/ethnic origin			
	White	15	6	12
	Black	0	0	0
	Spanish	1	0	0
	Other	2	0	4
4.	Marital status			
	Single	5	1	8
	Married	9	4	7
	Divorced	4	1	1
	Widowed	0	0	0
5.	Dependents			
	0	7	2	11
	1	3	2	3
	2	6	2	2
	3+	2	0	0
6.	Household income*			
	Less than $10,000	4	1	3
	$10-19,999	3	1	0
	$20-29,999	1	1	0
	$30-39,999	1	0	3
	$40,000 +	8	3	10

		Proprietary School	Community College	University
7.	Present/recent occupation*			
	None	5	1	1
	Semi-skilled	4	1	0
	Skilled	0	0	1
	Sales, secretarial	3	1	0
	Professional/ Technical	0	1	3
	Professional/ Service	0	0	3
	Executive	2	0	6
	Other	4	2	3
8.	Hours working for pay*			
	0	8	3	2
	Part-time	5	1	1
	Full-time	5	2	11
9.	Credit hours			
	1-7	2	0	10
	8-13	12	3	5
	14+	4	3	1
10.	Educational Level attained			
	High school/GED	5	0	0
	Some college	7	3	0
	College degree	6	3	2
	Some graduate	0	0	13
	Graduate degree	0	0	1
11.	Factor/s which most influenced return to school*			
	Necessity	0	1	1
	Parents/family	0	0	0
	Spouse/partner	0	0	0
	Friends	3	0	0
	Personal desire	15	4	11
	Job/work rqmnt.	3	1	3
	Other	0	2	0
12.	Advisement/counseling services rating			
	Poor-1	2	0	2
	Fair-2	4	2	3
	Average-3	9	2	9
	Above average-4	1	2	1
	Excellent-5	2	0	1

		Proprietary School	Community College	University
13.	Curriculum/degree requirements rating			
	Poor-1	0	0	0
	Fair-2	1	0	1
	Average-3	8	4	12
	Above average-4	6	2	2
	Excellent-5	3	0	1
14.	Faculty/instructional staff rating			
	Poor-1	0	0	0
	Fair-2	1	0	4
	Average-3	3	2	8
	Above average-4	8	3	3
	Excellent-5	6	1	1
15.	Class scheduling rating			
	Poor-1	2	0	3
	Fair-2	5	1	4
	Average-3	6	2	5
	Above average-4	4	2	3
	Excellent-5	1	1	1
16.	Financial aid rating			
	Poor-1	2	0	1
	Fair-2	2	0	2
	Average-3	9	3	10
	Above average-4	3	1	1
	Excellent-5	2	2	2
17.	Ancillary services rating*			
	Poor-1	2	0	1
	Fair-2	3	1	5
	Average-3	11	1	9
	Above average-4	3	2	0
	Excellent-5	0	2	1
18.	Academic performance			
	Poor-1	0	0	0
	Fair-2	0	0	0
	Average-3	7	3	3
	Above average-4	9	2	12
	Excellent-5	2	1	1

		Proprietary School	Community College	University
19.	Satisfaction with academic performance			
	Not at all-1	0	0	0
	Very little-2	0	0	0
	Moderately-3	4	2	6
	Considerably-4	6	3	7
	Greatly-5	8	1	3
20.	Expectations for better job			
	Not at all	0	1	0
	Very little	1	0	0
	Moderately	4	2	9
	Considerably	6	2	5
	Greatly	7	1	2
21.	Overall impact on life of return to school			
	Not at all	0	0	0
	Very little	1	1	2
	Somewhat	2	0	6
	Considerably	9	2	3
	Greatly	6	3	5

*Not all answered this question or the respondent(s) gave multiple answers to the question.

APPENDIX C: STATISTICAL INFORMATION

MEAN SCORES

	Proprietary School	Community College	University
Question 12	2.83	3.00	2.75
Question 13	3.61	3.33	3.19
Question 14	4.06	3.83	3.06
Question 15	2.83	3.50	2.69
Question 16	3.06	3.83	3.06
Question 17	2.69	3.83	2.69
Questions 12-17 Composite Mean	3.18	3.56	2.91
Question 18	3.67	3.67	3.88
Question 19	4.22	3.83	3.81
Questions 18-19 Composite Mean	3.94	3.75	3.84
TOTAL COMPOSITE MEAN SCORE	3.56	3.65	3.38

KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE

$$H = \frac{12}{N(N+1)}\left(\frac{R_1^2}{n_1} + \frac{R_2^2}{n_2} + \frac{R_3^2}{n_3}\right) - k(N+1)$$

N = total number
R = sum of the ranks
n = number in group
k = number of groups

Questions 12-17 H = 3.532

Questions 18-19 H = .560

Composite of Questions 12-19 H = 1.099
(Questions 12-17 and 18-19 equally weighted)

Chi square (k-1, .05 confidence interval) = 5.990

$H_o = \mu_1 = \mu_2 = \mu_3$

$H_a = \mu_1 \neq \mu_2$ or $\mu_1 \neq \mu_3$ or $\mu_2 \neq \mu_3$

Decision: Fail to reject H_o for all three values listed above as compared to critical value of 5.99.

KRUSKAL-WALLIS ONE WAY ANALYSIS OF VARIANCE CORRECTED FOR MULTIPLE TIES

$$H_c = \frac{H}{1 - \left(\frac{\Sigma(t^3 - t)}{N^3 - N}\right)}$$

N = total number
t = ties

Question 14 — $H = 6.35$, $H_c = 6.95$

Question 15 — $H = 3.39$, $H_c = 3.87$

Question 17 — $H = 2.03$, $H_c = 2.17$

Chi square (k-1, .05 confidence interval) = 5.99

$H_o = {}_1 = {}_2 = {}_3$

$H_a = {}_1 \quad {}_2$ or ${}_1 \quad {}_3$ or ${}_2 \quad {}_3$

Decision: Reject H_o for question 14 (H_c=6.95 > 5.99)

Decision: Fail to reject H_o for questions 15 and 17 as compared to critical value of 5.99

MULTIPLE COMPARISONS

Because of the decision to reject H_o for question 14, multiple comparisons were done using the normal approximation to the average ranks.

If $R_i - R_j$ is greater than the computed value, then groups i and j are statistically significant.

$$\left|\bar{R}_i - \bar{R}_j\right| \geq z_{\frac{1-\alpha}{n(n-1)}} \sqrt{\frac{N(N^2-1) - \left(\Sigma(t^3-t)\left(\frac{1}{n_i} + \frac{1}{n_j}\right)\right)}{12(N-1)}}$$

$\bar{R}$ = average rank
z = 2.395

Groups 1, 3 (proprietary school, university)

11.84 > 9.194

Groups 1, 2 (proprietary school, community college)

2.82 < 12.614

Groups 2, 3 (community college, university)

9.02 < 12.809

Result: For question 14, nontraditional students at the proprietary school rated their faculty/instructors higher than those at the university at a statistically significant level.